INDEX

TO

WRITTEN COMMUNICATION

Volume 9

Number 1 (January 1992), pp. 1-176
Number 2 (April 1992), pp. 177-312
Number 3 (July 1992), pp. 313-432
Number 4 (October 1992), pp. 433-576

Authors:

BALL, ARNETHA F., "Cultural Preference and the Expository Writing of African-American Students," 501.

BRACEWELL, ROBERT J., see Donin, J.

BRANDT, DEBORAH, "The Cognitive as the Social: An Ethnomethodological Approach to Writing Process Research," 315.

CONNORS, ROBERT J., and ANDREA A. LUNSFORD, "Exorcising Demonolatry: Spelling Patterns and Pedagogies in College Writing," 404.

DILLINGER, MIKE, see Donin, J.

DONIN, JANET, ROBERT J. BRACEWELL, CARL H. FREDERIKSEN, and MIKE DILLINGER, "Students' Strategies for Writing Instructions: Organizing Conceptual Information in Text," 209.

DYSON, ANNE HAAS, "The Case of the Singing Scientist: A Performance Perspective on the 'Stages' of School Literacy," 3.

FLOWER, LINDA, see Higgins, L.

FREDERIKSEN, CARL H., see Donin, J.

HIGGINS, LORRAINE, LINDA FLOWER, and JOSEPH PETRAGLIA, "Planning Text Together: The Role of Critical Reflection in Student Collaboration," 48.

JOHNSON, DONNA M., see Roen, D. H.

KILLINGSWORTH, M. JIMMIE, and JACQUELINE S. PALMER, "How to Save the Earth: The Greening of Instrumental Discourse," 385.

LUNSFORD, ANDREA A., see Connors, R. J.

MacDONALD, SUSAN PECK, "A Method for Analyzing Sentence-Level Differences in Disciplinary Knowledge Making," 533.

NELMS, GERALD, "The Case for Oral Evidence in Composition Historiography," 356.

PALMER, JACQUELINE S., see Killingsworth, M. J.

PALMQUIST, MICHAEL, and RICHARD YOUNG, "The Notion of Giftedness and Student Expectations About Writing," 137.

PENROSE, ANN M., "To Write or Not to Write: Effects of Task and Task Interpretation on Learning Through Writing," 465.

INDEX

TO

WRITTEN COMMUNICATION

Volume 9

Number 1 (January 1992), pp. 1-176
Number 2 (April 1992), pp. 177-312
Number 3 (July 1992), pp. 313-432
Number 4 (October 1992), pp. 433-576

Authors:

BALL, ARNETHA F., "Cultural Preference and the Expository Writing of African-American Students," 501.

BRACEWELL, ROBERT J., see Donin, J.

BRANDT, DEBORAH, "The Cognitive as the Social: An Ethnomethodological Approach to Writing Process Research," 315.

CONNORS, ROBERT J., and ANDREA A. LUNSFORD, "Exorcising Demonolatry: Spelling Patterns and Pedagogies in College Writing," 404.

DILLINGER, MIKE, see Donin, J.

DONIN, JANET, ROBERT J. BRACEWELL, CARL H. FREDERIKSEN, and MIKE DILLINGER, "Students' Strategies for Writing Instructions: Organizing Conceptual Information in Text," 209.

DYSON, ANNE HAAS, "The Case of the Singing Scientist: A Performance Perspective on the 'Stages' of School Literacy," 3.

FLOWER, LINDA, see Higgins, L.

FREDERIKSEN, CARL H., see Donin, J.

HIGGINS, LORRAINE, LINDA FLOWER, and JOSEPH PETRAGLIA, "Planning Text Together: The Role of Critical Reflection in Student Collaboration," 48.

JOHNSON, DONNA M., see Roen, D. H.

KILLINGSWORTH, M. JIMMIE, and JACQUELINE S. PALMER, "How to Save the Earth: The Greening of Instrumental Discourse," 385.

LUNSFORD, ANDREA A., see Connors, R. J.

MacDONALD, SUSAN PECK, "A Method for Analyzing Sentence-Level Differences in Disciplinary Knowledge Making," 533.

NELMS, GERALD, "The Case for Oral Evidence in Composition Historiography," 356.

PALMER, JACQUELINE S., see Killingsworth, M. J.

PALMQUIST, MICHAEL, and RICHARD YOUNG, "The Notion of Giftedness and Student Expectations About Writing," 137.

PENROSE, ANN M., "To Write or Not to Write: Effects of Task and Task Interpretation on Learning Through Writing," 465.

PETRAGLIA, JOSEPH, see Higgins, L.
ROEN, DUANE H., and DONNA M. JOHNSON, "Perceiving the Effectiveness of Written Discourse Through Gender Lenses: The Contribution of Complimenting," 435.
SCHRIVER, KAREN A., "Teaching Writers to Anticipate Readers' Needs: A Classroom-Evaluated Pedagogy," 179.
VALDÉS, GUADALUPE, "Bilingual Minorities and Language Issues in Writing: Toward Professionwide Responses to a New Challenge," 85.
YOUNG, RICHARD, see Palmquist, M.
WITTE, STEPHEN P., "Context, Text, Intertext: Toward a Constructivist Semiotic of Writing," 237.

Articles:

"Bilingual Minorities and Language Issues in Writing: Toward Professionwide Responses to a New Challenge," Valdés, 85.
"The Case for Oral Evidence in Composition Historiography," Nelms, 356.
"The Case of the Singing Scientist: A Performance Perspective on the 'Stages' of School Literacy," Dyson, 3.
"The Cognitive as the Social: An Ethnomethodological Approach to Writing Process Research," Brandt, 315.
"Context, Text, Intertext: Toward a Constructivist Semiotic of Writing," Witte, 237.
"Cultural Preference and the Expository Writing of African-American Students," Ball, 501.
"Exorcising Demonolatry: Spelling Patterns and Pedagogies in College Writing," Connors and Lunsford, 404.
"How to Save the Earth: The Greening of Instrumental Discourse," Killingsworth and Palmer, 385.
"A Method for Analyzing Sentence-Level Differences in Disciplinary Knowledge Making," MacDonald, 533.
"The Notion of Giftedness and Student Expectations About Writing," Palmquist and Young, 137.
"Perceiving the Effectiveness of Written Discourse Through Gender Lenses: The Contribution of Complimenting," Roen and Johnson, 435.
"Planning Text Together: The Role of Critical Reflection in Student Collaboration," Higgins et al., 48.
"Students' Strategies for Writing Instructions: Organizing Conceptual Information in Text," Donin et al., 209.
"Teaching Writers to Anticipate Readers' Needs: A Classroom-Evaluated Pedagogy," Schriver, 179.
"To Write or Not to Write: Effects of Task and Task Interpretation on Learning Through Writing," Penrose, 465.